

# Viruses 2

# Overview



Art of learning

THEME  
**16**



## OVERVIEW OF THEME 16

<b>GOALS</b>	Get to know the vaccine, and go deeper into how viruses, the immune systems and vaccines react to each other in the body, by translating experiences and knowledge from exercises and games from Theme 15 into a new context: Performance. How the material is disseminated is partly determined by the students with good support from the adults. In the warm-up, a repertoire of dance and music from, among others, Sami, Roma, Hungarian and children's culture is explored and performed, and the students get to experiment with pulse, rhythm, tempo, dynamics and form in dance. In the reflection, the students work on finding out how they can best remember a (physical) material through exploration, trial and error, and after the performance they try a method to see each other with a positive eye and thank each other.
<b>SUMMARY</b>	The virus theme is in two parts and Theme 16 is the second part. These last 6 sessions start with a visit from a vaccine developer/researcher (Teacher in Role), who invites them to become better acquainted with the vaccine, and to create a performance where the dynamics between respiratory system/lungs, virus, immune system and vaccine are played out in the form of play/roleplay/dance. The students work in this theme towards a performance, where the vaccine developer/researcher and an audience are present and watching.

**GENERAL GUIDANCE ON THEME 16:** This theme differs from other themes so far in that it provides for more freedom and choice. The theme expands on Theme 15. The principle for Theme 16 is that the students, by translating something that has been learned in one way, to explain/show/present it in a different way, gain an increased understanding of the material. The goal is a performance. Some ideas are provided and some suggestions given as to how this can be worked on, but it is up to each school and class to agree how to do the task in the best possible way based on their own context. The warm-up is a continuation of the warm-up in Theme 15. This can be adjusted depending on whether the students enjoy it and if so then it can be used as it is. If not, or if they get bored with it, it is important to adjust it so that it is still experienced as fun and challenging. There is room to include other songs and change the instructions in the songs.

<b>THEME 16</b>	<b>DAY 1</b>	<b>DAY 2</b>	<b>TEACHER LED DAY 3-4</b>	<b>DAY 5</b>	<b>DAY 6</b>
<b>Content Summary</b>	<p><b>Warm-up:</b> Vaccine developer/ researcher (Teacher in Role) hands over important information.</p> <p>Dance medley, optional song and song no. 7.</p> <p><b>Main activity:</b> What is a vaccine? Students share their own insights and knowledge about vaccines with each other on large sheets of paper. Sharing, common mind maps, film and academic research.</p> <p><b>Reflection:</b> Remember individual, optional method and hand-warming clap.</p>	<p><b>Warm-up:</b> Dance medley. Choose songs that give positive energy, and/or that are relevant to the work with the performance.</p> <p><b>Main activity:</b> Create a performance-startup. Start making a performance, based on the premise and suggestions in the text.</p> <p><b>Reflection:</b> Remember individual, optional method and hand-warming clap.</p>	<p><b>Warm-up:</b> Dance medley. Choose songs that give positive energy, and/or that are relevant to the work and the performance.</p> <p><b>Main activity:</b> See suggestions for activities.</p> <p><b>Reflection:</b> Remember individual, optional method and hand-warming clap.</p>	<p><b>Warm-up:</b> Dance medley. Choose songs that give positive energy, and/or that are relevant to the work with the performance.</p> <p><b>Main activity:</b> Create a performance and practise it. Prepare for the performance in Session 6.</p> <p><b>Reflection:</b> Remember individual, optional method and hand-warming clap.</p>	<p><b>Warm-up:</b> Dance medley. Choose songs that give positive energy and prepare for the performance.</p> <p><b>Main activity:</b> Performance for the audience (and vaccine developer/ researcher).</p> <p><b>Reflection:</b> Thanking each other with sticky notes and hand-warming clap.</p>
<b>Space</b>	Open room (and classroom).	Open room (and classroom).	Open room (and classroom).	A room where the performance will take place.	A room where the performance will take place.

## NOTES

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THEME 16	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Costume for vaccine developer/ researcher – Teacher in Role.</li> <li>• Speakers (preferably larger than mini) and something to play music from.</li> <li>• Large sheets of paper(from paper roll).</li> <li>• Drawing and writing tools.</li> <li>• Whiteboard with writing utensils.</li> <li>• Screen and player for Nett-TV broadcast/films.</li> <li>• Clay, sheets and pencils, crayons (possibly other material).</li> </ul>	<ul style="list-style-type: none"> <li>• Speakers (preferably larger than mini) and something to play music from.</li> <li>• Clay, sheets and pencils, crayons (possibly other material).</li> <li>• Material for the main activity depending on the choices made.</li> </ul>	<ul style="list-style-type: none"> <li>• Speakers (preferably larger than mini) and something to play music from.</li> <li>• Clay, sheets and pencils, crayons (possibly other material).</li> <li>• Material for the main activity depending on the choices made.</li> </ul>	<ul style="list-style-type: none"> <li>• Speakers (preferably larger than mini) and something to play music from.</li> <li>• For main activity: What is needed for the performance?</li> <li>• Clay, sheets and pencils, crayons (possibly other material).</li> </ul>	<ul style="list-style-type: none"> <li>• Speakers (bigger than mini) and something to play music from.</li> <li>• Main activity: What is needed for the performance? Any equipment for recording the performance, if the vaccine developer is not present during the performance.</li> <li>• Costume for vaccine developer/ researcher – Teacher in Role.</li> <li>• A pile of sticky notes for each student in the group</li> <li>• Pen/pencil for each student.</li> </ul>	
<p><b>Preparations in advance</b></p> <ul style="list-style-type: none"> <li>• Costumes, background history and role knowledge for the Teacher in Role. Prepare the playlist and listen through the songs in preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Think through the process towards the performance (joint artist and teachers) and agree on a direction (NB! Should be able to be adjusted based on the students' wishes and ideas).</li> <li>• Prepare the playlist and listen through the songs in preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the playlist and listen through in preparation.</li> <li>• Preparations for the main activity depending on the choices made.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the playlist and listen through in preparation.</li> <li>• Preparations for the main activity depending on the choices made.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare the playlist and listen through in preparation.</li> <li>• Ensure that the performance room and audiences are ready.</li> <li>• Review the role and background story and what is to be conveyed as the vaccine developer/researcher (Teacher in Role).</li> </ul>	
<p><b>WARNING</b></p> <p></p> <p>preparations</p>	<ul style="list-style-type: none"> <li>• Read up on how the vaccine works (fact sheet in the resource bank) and understand it. Prepare how this can be explained.</li> </ul>				

## NOTES

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## Session 1

TIME

90 min.  
including  
break



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### TRIGGER: TEACHER IN ROLE AS VACCINE DEVELOPER DELIVERS IMPORTANT INFORMATION

<b>This will happen:</b>	A vaccine developer/researcher (Teacher in Role) gives the students an important assignment.
<b>Materials needed:</b>	Costume for vaccine developer/researcher – teacher in role.
<b>Preparations in advance:</b>	Costumes, background history and role insights.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	

A vaccine developer/researcher (Teacher in Role) enters the classroom and is stressed. There has been a virus alert, about a so-called Coronavirus. They have heard that there has been such a virus spreading here and need all the information they can get in order to develop as good a vaccine as possible. They say they want to learn how the breathing factory works, how the virus attacks and how the immune system protects the body, so that the vaccine can be as good as possible. And they want to see it in practice to understand it. They say if they come back in a few days, can the students show them with their bodies how the respiratory system, the virus and the immune system work, and maybe also what the vaccine can do? And then they can take that information back to the vaccine lab and make a customised vaccine.

Vaccine developer/researcher (Teacher in Role) goes out.

### WARM-UP: DANCE MEDLEY, OPTIONAL SONG AND SONG NO. 7

<b>This will happen:</b>	The whole group of students moves to the music, with different movements to each song. Ends with the Immune System song.
<b>Materials needed:</b>	Speakers (preferably larger than mini) and something to play music from.
<b>Preparations in advance:</b>	Prepare the playlist and listen through the songs in preparation.
<b>Preparations in the space:</b>	Connect speakers and the music player, and check that everything works.
<b>The space looks like this:</b>	Open room.

#### GUIDANCE:

- The students spread out throughout the room, with room to move to the music.
- Put on the playlist, with an optional song (preferably 5 or 6) as an intro. Let the students move freely to the music, but add an instruction to each song, as suggested below (or choose something else). The latest and most important song is No. 7: The Immune system song, with a new instruction in Part 2 where the vaccine comes from.
  - Song 5: Breathing Factory song:** Wintergatan - Marble Machine: Play with elements from the breathing factory session. Individually or in groups.
  - Song 6: Coronavirus song:** L'Orchester de Contrebasses - Bass, bass, bass, bass, bass and bass. Pretend to be a spy sneaking around hiding from the enemy. Move silently, fast or slow, constantly on guard. Play with the movements.
  - Song 7: Immune system song:** Prokofiev - Romeo and Juliet, Op. 64, Act 1, scene 2: Dance of the Knights. Pretend they're in the military. 1st half: Supervisor gives military (and with humour) instructions to get everyone to walk in line, stop, greet, and so on. 2nd half: The vaccine is coming. Play around with how the immune system gathers and receives information, which they then spread between them.
- Go directly from the warm-up and into the main activity.

### REFLECTION: REMEMBERING INDIVIDUAL, OPTIONAL METHOD AND HAND-WARMING CLAP

<b>This will happen:</b>	Individual remembering method and hand-warming clap.
<b>Materials needed:</b>	Clay, sheets and pencils, crayons (or other materials).
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open room (and classroom).

#### GUIDANCE:

- How can they best remember what they have been working on today? Have students make suggestions.
- Give students options, based on their suggestions. The options can include a) Sit by themselves and think through in silence b) Draw or write down what they want to remember c) Use the clay and make something that complements the clay from the previous topic d) Another way.
- Give students time to remember, in the way they choose.
- Stand in a circle and do a quick round of the hand-warming clap to finish.
- Hand-warming clap: Everyone stands in a circle, following the leader. Palms together, rubbing them back and forth to create heat in the hands. Hold the hands up, down, side to side (as they like), and end by separating the hands and after a moment: Clap the hands together. If everyone claps at the same time – perfect... if not, try once more.

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## Session 1

TIME

90 min.  
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### MAIN ACTIVITY: WHAT IS A VACCINE?

<b>This will happen:</b>	Students share their own insights and knowledge about vaccines with each other on large sheets. Sharing, common mind maps and knowledge.
<b>Materials needed:</b>	Large sheets of paper (from paper roll). Drawing and writing tools. Whiteboard with writing utensils. Screen and player for NRK online TV broadcast.
<b>Preparations in advance:</b>	Read up on how the vaccine works (fact sheet in the resource bank) and understand it. Prepare how you can explain it.
<b>Preparations in the space:</b>	Check that the technical equipment works.
<b>The space looks like this:</b>	Open room (and classroom).

#### GUIDANCE:

1. Say that the students will now gather everything they know about vaccines.
2. In groups, on large sheets, draw and write everything they know about vaccines. Help each other... Each student certainly knows different things! What do they not know? What are they wondering?
3. Ask each group to share what they have come up with and gather the information from all the groups on a board or similar, like a huge mind map/drawing.
4. Praise the students for all they can do together!
5. Watch one of these films (or select a extract to watch) they include some information about viruses and vaccines  
What is a virus? - Viruses for children - Science for Kids - YouTube:  
<https://www.youtube.com/watch?v=GFm45J8d7HI&t=15s>  
What Is the Immune System for Kids | Learn all about how the body fights off bad germs/pathogens - YouTube: <https://www.youtube.com/watch?v=cVIEqR1t9bQ>
6. Fill in the gaps between what the students already know and the film and answer their questions. If it has not already happened, briefly explain how the vaccine works in the body.

youtube.com



youtube.com



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### WARM-UP: DANCE MEDLEY, CHOOSE SONGS THAT GIVE POSITIVE ENERGY, AND/OR THAT ARE RELEVANT TO THE WORK WITH THE SHOW

<b>This will happen:</b>	The whole group of students moves to the music, with different movements to each song.
<b>Materials needed:</b>	Speakers (preferably larger than mini) and something to play music from.
<b>Preparations in advance:</b>	Prepare the playlist and listen through the songs in preparation.
<b>Preparations in the space:</b>	Connect speakers and the music player, and check that everything works.
<b>The space looks like this:</b>	Open room.

#### GUIDANCE:

- The students spread out throughout the room, with room to move to the music.
- Put on the playlist. Choose songs that the students think are fun to dance to, and preferably songs that repeat: breathing (song 4), breathing factory (song 5), virus (song 6) and immune system (song 7).  
Song 4: The breathing song: Tord Gustavsen Trio - At home: Start by lying on the floor and focusing on the breathing – breathe air into the body and out of the body. Maybe with their eyes closed? Suggestion: Place one hand on the abdomen and one hand on the chest. Ask questions that students can think about and feel for: Where does the air come in? Where is it going? Try to hold their breath. How long can they keep it? How does it feel when they can no longer hold it? Why?  
Song 5: Breathing Factory song: Wintergatan – Marble Machine: Play with elements from the breathing factory session. Individually or in groups.  
Song 6: Coronavirus song: L'Orchester de Contrebasses - Bass, bass, bass, bass, bass and bass. Pretend to be a spy sneaking around hiding from the enemy. Move silently, fast or slow, constantly on guard. Play with the movements.  
Song 7: Immune system song: Prokofiev – Romeo and Juliet, Op. 64, Act 1, scene 2: Dance of the Knights. Pretend they're in the military. 1st half: Supervisor gives military (and with humour) instructions to get everyone to walk in line, stop, greet, etc. 2nd half: The vaccine is coming. Play with how the immune system gathers and receives information, which they then spread/between them.
- Go directly from the warm-up and into the main activity.

### REFLECTION: REMEMBER INDIVIDUAL, OPTIONAL METHOD AND HAND-WARMING CLAP

<b>This will happen:</b>	Individual remembering method and hand-warming clap.
<b>Materials needed:</b>	Plasticine, sheets and pencils, crayons (possibly other materials).
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open room (and classroom).

#### GUIDANCE:

- How can they best remember what they have been working on today? Remember back to the previous session. How did it go then? Let the students come up with suggestions for improvements, methods that worked, and possibly suggestions for new methods.
- Give students options, based on their suggestions.
- Give students time to remember, in the way they choose.
- Stand in a circle and take a round of the hand-warming clap as a conclusion.

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## Session 2

TIME

90 min.  
including  
break



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### MAIN ACTIVITY: CREATE A PERFORMANCE – START-UP

<b>This will happen:</b>	Start making a performance, based on the ideas and suggestions in the text.
<b>Materials needed:</b>	Depends on the choice made.
<b>Preparations in advance:</b>	Think through the process of performing together. The artist and teachers agree on a direction. (NB! Should be able to be adjusted based on the students' wishes and ideas).
<b>Preparations in the space:</b>	Depends on the choice made.
<b>The space looks like this:</b>	Open room.

#### GUIDANCE:

Start the work of creating a performance, based on the suggestions and ideas below.

#### Premises for the show:

- Students should be active in the development of the performance. The process is most important, the product is secondary.
- Form: dance, play, or roleplay. Can be based on one or more of the exercises/games/warm-ups from the virus theme.
- All students are active, and all students have important tasks in the implementation (but may have different roles/tasks).
- An audience is invited in addition to the vaccine developer.
- Costumes/props/symbols can be used.

#### Suggestions for exercises that can be used in the process:

- In groups, make something that can show how the immune system works. Show to each other. Choose one of the groups' ideas, or a mixture of several, and enlarge it so that all students can take part.
- Create costume elements that can separate viruses and the other actors from each other.
- Creating role cards for the various actors. What does the virus want? What is it afraid of? What kind of powers does it have? What can destroy it?
- Create multiple parts and give different groups responsibility for creating the content of each part.

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## Session 3-4

TIME

90 min.  
including  
break



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### WARM-UP: DANCE MEDLEY, CHOOSE SONGS THAT GIVE POSITIVE ENERGY, AND/OR THAT ARE RELEVANT TO THE WORK WITH THE SHOW

<b>This will happen:</b>	The whole group of students moves to the music, with different movements to each song.
<b>Materials needed:</b>	Speakers (preferably larger than mini) and something to play music from.
<b>Preparations in advance:</b>	Prepare the playlist and listen through the songs in preparation.
<b>Preparations in the space:</b>	Connect speakers and music players, and check that everything works.
<b>The space looks like this:</b>	Open room.

#### GUIDANCE:

- The students are scattered throughout the room, with room to move to the music.
- Put on the playlist. Choose songs that the students think are fun to dance to, and preferably songs that repeat: breathing (song 4), breathing factory (song 5), virus (song 6) and immune system (song 7).  
Song 1: Kiskalász zenekar - Hepehupa Bartos Erika (gyerekdal): Play with folk dance movements to the song, and follow the dynamics of the song from high and high to low and low.  
Song 2: Marja Mortensson – Mehkanihks saernieh - *Technical News*: Imagine that they are a feather, moving with the wind and the music.  
Song 3: Josefine and Oskar, MGPjr: *Infect yourself with joy*: Choose a couple of movements, individually or in pairs, which they repeat in the reference (as a kind of mini-choreography).  
Song 4: The breathing song: Tord Gustavsen Trio - *At home*: Start by lying on the floor and focusing on the breathing - breathe air into the body and out of the body. Maybe with your eyes closed? Suggestion: Place one hand on the abdomen and one hand on the chest. Ask questions that students can think about and feel for: Where does the air come in? Where is it going? Try to hold your breath. How long can you keep it? How does it feel when you can no longer hold it? Why?  
Song 5: Breathing factory song: Wintergatan – *Marble Machine*: Play with elements from the breathing factory session. Individually or in groups.  
Song 6: Coronavirus song: L'Orchester de Contrebasses – *Bass, bass, bass, bass, bass and bass*. Pretend to be a spy sneaking around hiding from the enemy. Move silently, fast or slow, constantly on guard. Play with the movements.  
Song 7: Immune system song: Prokofiev – *Romeo and Juliet*, Op. 64, Act 1, scene 2: *Dance of the Knights*. Pretend they're in the military. 1st half: Supervisor gives military (and with humour) instructions to get everyone to walk in line, stop, greet, etc. 2nd half: The vaccine is coming. Play with how the immune system gathers and receives information, which they then spread between them.
- Go directly from the warm-up and into the main activity.

### REFLECTION: REMEMBERING INDIVIDUAL CHOICE AND HAND-WARMING CLAP

<b>This will happen:</b>	Session 3: Individual choice plasticine to remember today's session. Hand-warming clap. Session 4: Plan to communicate viruses to the artist. Hand-warming clap.
<b>Materials needed:</b>	Clay, plasticine, paper and pencils, crayons (other materials, if any) as needed for Sessions 3 and 4.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space (and classroom).

#### GUIDANCE:

##### Session 3:

- The students close their eyes and imagine how the virus infiltrates the body and the breathing factory. What does it look like? How do they work in the factory?
- Hand out the paper, pencils, crayons and clay/plasticine to each student. Have more plasticine for those who need it.
- Ask everyone to open their eyes and to create something from the breathing factory on the paper or in clay/plasticine to reflect what they had imagined in their heads.
- Students write their names on the work. Display the pictures together or on a shelf and keep them for a later reflection.

##### Session 4:

- Explain that what students now know about viruses is important that the artist also learns. Invite students to think about what they know about viruses, and choose one thing they think is important, which they will tell/explain to the artist when they arrive in Session 5.
- Once they have chosen their thing, they can go to the next step, which is to figure out how they will share this important point with the artist. Draw/write/tell/display? Give a few minutes to prepare or practise what they're about to convey.

##### Session 3 and 4, ending:

Stand in a circle and take a quick round of hand-warming claps.  
 Hand-warming clap: Everyone stands in a circle, following the leader. Palms together, rubbing them back and forth to create heat in the hands. Hold the hands up, down, side to side (as they like), and end by separating the hands and after a moment: Clap the hands together. If everyone claps at the same time – perfect... if not, try once more.  
 Finish in a good place and thank everyone for today.

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## Session 3-4

TIME

90 min.  
including  
break



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### SUGGESTIONS FOR MAIN ACTIVITIES

#### Continue the work of the performance

##### Suggestions for the performance:

- Students should be active in the development of the performance. The process is most important, the product is secondary.
- Form: dance, play, or roleplay. Can be based on one or more of the exercises/games/warm-ups from the virus theme.
- All students are active, and all students have important tasks in the implementation (but may have different roles/tasks).
- An audience is invited in addition to the vaccine developer/researcher.
- Costumes/props/symbols can be used.

##### Suggestions for exercises that can be used in the process:

- In groups, make something that can show how the immune system works. Show to each other. Choose one of the groups' ideas, or a mixture of several, and enlarge it so that all students can take part.
- Create costume elements that can separate viruses and the other actors from each other.
- Create role cards for the various actors: What does the virus want? What is it afraid of? What kind of powers does it have? What can destroy it?
- Create multiple parts and give different groups responsibility for creating the content of each part.

#### Other suggestions:

Work with the difference between facts/truth and opinions. Particularly relevant if in the conversation about the vaccine there is scepticism about the vaccine and possible conspiracy theories about Covid-19 and vaccines.

- Exercise on facts/truth and opinions: Everyone who thinks... (Resource bank: T1603-4 Facts versus opinions)

The one in the middle should say an opinion, and everyone who agrees should change seats.

The one standing in the middle should try to find a vacant chair. The person who does not get a chair stands in the middle and has to say a new opinion.

#### Part 1: Opinions.

Give a few examples at the beginning, so everyone understands:

- Everyone who thinks that Manchester United is the best football team...
- Everyone who thinks that sunglasses are cool...
- Everyone who thinks that tacos are the best dinner...
- Anyone who thinks that yellow is nicer than red...
- Anyone who thinks that... (Let the students come up with opinions they say.)

#### Part 2: True/Fact or an Opinion?

Draw cards from the centre (resource bank): Some are opinions, some are facts/true. If the card drawn is fact/true, then everyone should jump sideways two chairs to the left. If the card drawn is an opinion, those who believe this should change places (as before).

Talk about it after each card: Was this true/fact or an opinion? Write down the control questions (resource bank), so that everyone can remind themselves of them, and check out whether the control questions can help to separate truth/facts from opinion.

#### Part 3: Reflection

Have you been unsure if something was true/false, or if it was an opinion?

Why is it important to be able to distinguish between truth/facts and opinions?

- Paint the clay from the reflection in the previous week and use the clay to create an exhibition that complements the performance in Session 6.

### NOTES



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## Session 5

TIME

90 min.  
including  
break



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### WARM-UP: DANCE MEDLEY, CHOOSE SONGS THAT GIVE POSITIVE ENERGY, AND/OR THAT ARE RELEVANT TO THE WORK WITH THE SHOW

<b>This will happen:</b>	The whole group of students moves to the music, with different movements to each song.
<b>Materials needed:</b>	Speakers (preferably larger than mini) and something to play music from.
<b>Preparations in advance:</b>	Prepare the playlist and listen through the songs in preparation.
<b>Preparations in the space:</b>	Connect speakers and the music player, and check that everything works.
<b>The space looks like this:</b>	Open room.

#### GUIDANCE:

- The students are scattered throughout the room, with room to move to the music.
- Put on the playlist. Choose songs that the students think are fun to dance to, and preferably songs that repeat breathing (song 4), breathing factory (song 5), virus (song 6) and immune system (song 7).  
Song 1: Kiskalász zenekar - Hepehupa Bartos Erika (gyerekdal): Play with folk dance movements to the song, and follow the dynamics of the song from high and high to low and low.  
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Song 3: Josefine and Oskar, MGPjr: *Infect yourself with joy*: Choose a couple of movements, individually or in pairs, which they repeat in the reference (as a kind of mini-choreography).  
Song 4: The breathing song: Tord Gustavsen Trio – *At home*: Start by lying on the floor and focusing on the breathing – breathe air into the body and out of the body. Maybe with their eyes closed? Suggestion: Place one hand on the abdomen and one hand on the chest. Ask questions that students can think about and feel for: Where does the air come in? Where is it going? Try to hold their breath. How long can they keep it? How does it feel when they can no longer hold it? Why?  
Song 5: Breathing factory song: Wintergatan - *Marble Machine*: Play with elements from the breathing factory session. Individually or in groups.  
Song 6: Coronavirus song: L'Orchester de Contrebasses - *Bass, bass, bass, bass, bass and bass*. Pretend to be a spy sneaking around hiding from the enemy. Move silently, fast or slow, constantly on guard. Play with the movements.  
Song 7: Immune system song: Prokofiev – *Romeo and Juliet*, Op. 64, Act 1, scene 2: *Dance of the Knights*. Pretend they're in the military. 1st half: Supervisor gives military (and with humour) instructions to get everyone to walk in line, stop, greet, etc. 2nd half: The vaccine is coming. Play with how the immune system gathers and receives information, which they then spread between them.
- Go directly from the warm-up and into the main activity.

### REFLECTION: REMEMBER INDIVIDUAL, OPTIONAL METHOD AND HAND-WARMING CLAP

<b>This will happen:</b>	Individual remembering method and hand warming clap.
<b>Materials needed:</b>	Clay, sheets and pencils, crayons (or other materials).
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open room (and classroom).

#### GUIDANCE:

- How can they best remember what they have been working on today? Remember back to the previous session. How did it go then? Let the students come up with suggestions for improvements, methods that worked, and possibly suggestions for new methods.
- Give students options, based on their suggestions.
- Give students time to remember, in the way they choose.
- Stand in a circle and do a quick round of hand-warming clap as a conclusion.

#### NOTES

# Viruses 2

## Session 5

TIME

90 min.  
including  
break



Art of learning

THEME  
**16**



### MAIN ACTIVITY: CREATE A PERFORMANCE – COMPLETION

<b>This will happen:</b>	Continue working with the performance. Prepare for the performance in Session 6.
<b>Materials needed:</b>	What is needed for the performance?
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	A room where the performance can take place.

#### GUIDANCE:

##### Continue the work of the performance.

- Complete the performance.
- Work to ensure that everyone knows what they are going to do, is independent in their tasks and is confident in what they are going to do during the performance in Session 6.
- Have a tour of the space where the performance will take place.
- Invite the audience (if not done).
- If there is an exhibition of other things the students have made as a supplement to the performance, this is made clear.

##### Instructions for the show:

- Students should be active in the development of the performance. The process is most important, the product is secondary.
- Form: dance, play, or role play. Can be based on one or more of the exercises/games/warm-ups from the virus theme.

- All students are active, and all students have important tasks in the implementation (but may have different roles/tasks).
- An audience is invited in addition to the vaccine developer/researcher.
- Costumes/props/symbols can be used.

##### Suggestions for exercises that can be used in the process:

- In groups, make something that can show how the immune system works. Show to each other. Choose one of the groups' ideas, or a mixture of several, and enlarge it so that all students can take part.
- Create costume elements that can separate viruses and the other actors from each other.
- Create role cards for the various actors: What does the virus want? What is it afraid of? What kind of powers does it have? What can destroy it?
- Create multiple parts and give different groups responsibility for creating the content of each part.

### NOTES

# Viruses 2

## Session 6

WARNING

 preparations

TIME

90 min.  
including  
break



Art of learning

THEME  
**16**



### WARM-UP: DANCE MEDLEY, CHOOSE SONGS THAT GIVE POSITIVE ENERGY AND PREPARE FOR VIEWING

<b>This will happen:</b>	The whole group of students moves to the music, with different movements to each song.
<b>Materials needed:</b>	Speakers (preferably larger than mini) and something to play music from.
<b>Preparations in advance:</b>	Prepare the playlist, and listen through the songs in preparation.
<b>Preparations in the space:</b>	Connect speakers and music player, and check that everything works.
<b>The space looks like this:</b>	The room view should take place in.

#### GUIDANCE:

- The students spread out throughout the room, with room to move to the music.
- Put on the playlist. Choose songs that provide good energy and prepare students for the show.
  - Song 1:** Kiskalász zenekar – Hepehupa Bartos Erika (gyerekdal): Play with folk dance movements to the song, and follow the dynamics of the song from high and high to low and low.
  - Song 2:** Marja Mortensson - Mehkanihks saernieh - *Technical News*: Imagine that you are a feather, moving with the wind and the music.
  - Song 3:** Josefine and Oskar, MGPjr: *Infect yourself with joy*: Choose a couple of movements, individually or in pairs, which they repeat in the reference (as a kind of mini-choreography).
  - Song 4:** The breathing song: Tord Gustavsen Trio – *At home*: Start by lying on the floor and focusing on the breath – breathe air into the body and out of the body. Maybe with their eyes closed? Suggestion: Place one hand on the abdomen and one hand on the chest. Ask questions that students can think about and feel for: Where does the air come in? Where is it going? Try to hold their breath. How long can they keep it? How does it feel when they can no longer hold it? Why?
  - Song 5: Breathing factory song:** Wintergatan – *Marble Machine*: Play with elements from the breathing factory session. Individually or in groups.
  - Song 6: Coronavirus song:** L'Orchester de Contrebasses – *Bass, bass, bass, bass, bass and bass*. Pretend to be a spy sneaking around hiding from the enemy. Move silently, fast or slow, constantly on guard. Play with the movements.
  - Song 7: Immune system song:** Prokofiev – *Romeo and Juliet, Op. 64, Act 1, scene 2: Dance of the Knights*. Pretend they're in the military. 1st half: Supervisor gives military (and with humour) instructions to get everyone to walk in line, stop, greet, etc. 2nd half: The vaccine is coming. Play with how the immune system gathers and receives information, which they then spread between them.
- Go directly from the warm-up and into the main activity.

### REFLECTION: THANK EACH OTHER WITH STICKY NOTES AND HAND-WARMING CLAP

<b>This will happen:</b>	Students write sticky notes with positive things about others in the group, and stick the notes on their backs.
<b>Materials needed:</b>	A pile of sticky notes for each student (at least 1 for each of the others in the group) and pen/pencil for each student.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	The room view should take place in.

#### GUIDANCE:


- Divide into groups (4-8 in each group). Each student receives a pile of sticky notes and a pen/pencil. They should think of something they can thank the others in the group for, in the work with the performance. Maybe they were helpful? Did they or anyone else support them? Did they get to do something they had been excited about? Who was a good friend? Ask the students to write one or more words, or a symbol on a sticky note, and go and hang the note on the back of the person in the group they are thinking of. Repeat until everyone in the group has received a note from them. (Possibly a version with more autonomy, and more risk: They must not attach a note to everyone, but it is everyone's responsibility that everyone has received some notes).
- Let everyone read their own notes, and if they want to, take them home.
- Have a quick conversation about the experience of receiving good notes from the others in the group, and how it was experienced to think of nice things about the others in the group.
- Stand in a circle, and take a quick round of hand-warming as a conclusion.

### NOTES

# Viruses 2

## Session 6

WARNING

 preparations

TIME

90 min.  
including  
break



Art of learning

THEME  
**16**



### MAIN ACTIVITY: PERFORMANCE

<b>This will happen:</b>	Performance to an audience (and vaccine developer/researcher).
<b>Materials needed:</b>	What is needed for the performance? Possible equipment for recording the performance, if the vaccine developer/researcher is not present. Costume for vaccine developer/researcher – Teacher in Role.
<b>Preparations in advance:</b>	Ensure that the room and audiences are ready. Review the role and background story and what is to be conveyed as Teacher in Role.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	A room where the performance is taking place.

#### GUIDANCE:

1. Give a pep talk in advance of the performance. Focus on supporting each other, being a good friend, staying focused on what they are going to do, and having fun! Use hand-warming claps to get the focus right before the audience is let in.
2. Performance. Either the vaccine developer/researcher is present and watches carefully, otherwise the performance is filmed and the vaccine manufacturer comes and picks up the recording at the end.
3. Any questions and answers from the public and vaccine developer/researcher.
4. The vaccine developer/researcher thanks the students for good information and for the performance, takes the recording/notes with them and leaves.
5. Tidy up.

#### Instructions for the show:

- Students should be active in the development of the performance. The process is most important, the product is secondary.
- Form: dance, play, or role play. Can be based on one or more of the exercises/games/warm-up from the virus theme.
- All students are active, and all students have important tasks in the implementation (but may have different roles/tasks).
- An audience is invited in addition to the vaccine developer/researcher.
- Costumes/props/symbols can be used.

### NOTES